**Stage 6 Extension Course**

**LANGUAGE:**  **Teacher:** **Date started:** **Date completed:**

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| **Theme:** The Individual and Contemporary Society | **Main issue:** *The resilience of the Human Spirit* | | | | | **Indicative time:** *11 weeks* |
| **UOW description:** *Outline the sub-topics that will be studied and how they relate to the theme and issue* | | | | | | |
| Issue 1  The power of hope, love and significant relationships | | Issue 2  Coping with adversity | | | Issue 3  Spirituality and the individual | |
| **Outcomes:** 1.1; 1.2; 2.1; 2.2; 2.3 | | | | | | |
| **Language and intercultural concepts**  *Vocabulary and idiomatic expressions associated with the resilience of the human spirit.*  *Understanding the significance of the resilience of the human spirit*  *Knowledge and understanding of features specific to the prescribed text* | | | **Grammar**  *The passive voice*  *The ‘if’ clause imperfect subjunctive*  *Causative construction* | | | **Text types**   * *Monologue* * *Narrative account* * *Script of a conversation* * *Short essay* |
| **Extracts**   1. From: The sound of children playing Moscacieca (blind man’s bluff): *‘Posso giocare pure io?’* (Can I play too?)   To: *‘Non ho voglia, sono stanco’* (I don’t feel like it, I am tired) then a long shot of Mirco lying on the grass looking up at the sky while his friends are playing   1. From: The headmaster’s office at the institute for the blind in Genoa, *‘Avete fatto la scelta giusta’* (You made the right choice)   To: *‘Balleri … tu in punizione’* (Balleri … you are punished), children filing back into the school after the fight   1. From: *‘Avanti!’ ‘Buongiorno a* *tutti’* (Come in! Good morning all), Mirco is taken to the classroom for the first time   To: *‘Hai cinque sensi Mirco, perché ne vuoi usare solo uno?’* (You have five senses Mirco, why do you want to use only one?), Don Giulio has just set the class assignment on the changing of the seasons. | | | | | | |
| **Teaching and Learning Activities (include assessment)**  Extracts 1, 2, and 3 of Rosso come il cielo   1. Class discussions in Italian about:  * coping with trauma, adversity, and disability * separation and change * resilience of the human spirit * the value of relationships with family, friends, and significant adults * the power of hope and love * institutionalised spirituality  1. Class discussion and scaffolding of how to structure an argument and express an opinion in Italian. 2. Comprehension passages dealing with the above issues 3. Critical responses to extracts from the film which demonstrate an understanding between the film and the above issues. 4. Contextual questions based on extracts 1 -3. Responses in English. 5. Film analysis and discussion of film techniques, characters and themes. | | | |  | | |
| **Resources:**  Extract 1:   * *Background information for Instituto David Chiossone, Genova:* [*http://www.chiossone.it*](http://www.chiossone.it) * *Bando alle armi, nuova proposta di legge in congress – America 24:* * [*http://america24.com/news/bando-alle-armi-nuova-proposta-di-legge-in-congresso*](http://america24.com/news/bando-alle-armi-nuova-proposta-di-legge-in-congresso) * *L’uso delle armi da fuoco negli Stati Uniti:* [*http://www.t-mag.it/2012/12/17/luso-delle-armi-negli-stati-uniti*](http://www.t-mag.it/2012/12/17/luso-delle-armi-negli-stati-uniti) * *Il cambiamento lessicale nelle discussion-pubbliche sulle armi da fuoco:* [*http://www.laleggepertutti.it/22217\_il-cambiamento-lessicale-nelle-discussione-pubbliche-sulle-armi-da-fuoco*](http://www.laleggepertutti.it/22217_il-cambiamento-lessicale-nelle-discussione-pubbliche-sulle-armi-da-fuoco)   *Extract 2:*   * *Ho visto un prato verde by Sergio Endrigo:* * [*http://www.youtube.com/watch?v=B9NIZAkav8c*](http://www.youtube.com/watch?v=B9NIZAkav8c) * *Volare by Domenico Modugno:* * [*http://www.youtube.com/watch?v=Z-DVi0ugelc*](http://www.youtube.com/watch?v=Z-DVi0ugelc) * *Fare un fioretto (see i fioretti di San Francesco)* * [*http://www.preghiereperlafamiglia.it/fare-un-fioretto.htm*](http://www.preghiereperlafamiglia.it/fare-un-fioretto.htm) * *The meaning of colours. See* [*http://codicicolori.com/significato-dei-colori*](http://codicicolori.com/significato-dei-colori)*,* [*http://www.giornalettismo.com/archives/646603/cosa-significano-i-colori-per-un-non-vedente*](http://www.giornalettismo.com/archives/646603/cosa-significano-i-colori-per-un-non-vedente)*, and* [*http://it.wikipedia.org/wiki/Colori\_liturgici*](http://it.wikipedia.org/wiki/Colori_liturgici) * *Chat discussion on Bullismo:* [*http://it.answers.yahoo.com/?index;\_ylt=Ah5Figlm3nqOThg12yUvPcZDgx.;\_ylv=3?qid=2007032706313*](http://it.answers.yahoo.com/?index;_ylt=Ah5Figlm3nqOThg12yUvPcZDgx.;_ylv=3?qid=2007032706313) * *Altri occhi, a documentary showing how the movie was filmed, with actual blind boys* * *playing the parts. The documentary contrasts how the boys live now and how they* * *lived in an institution. An extract from the documentary is available at:* * [*http://vimeo.com/15776804*](http://vimeo.com/15776804) * *What is it like to be a blind person?:* * [*http://www.youtube.com/watch?v=-6qARAc45Kw*](http://www.youtube.com/watch?v=-6qARAc45Kw) * *Diderot’s Lettera sui ciechi a coloro che ci vedono:* * [*http://www.superando.it/2006/11/19/due-ciechi-dovranno-vedere-piu-di-uno/*](http://www.superando.it/2006/11/19/due-ciechi-dovranno-vedere-piu-di-uno/)   *Extract 3:*   * *Educational reforms of 1975 and then of 2010 (the Gelmini reforms):* [*http://en.wikipedia.org/wiki/Mariastella\_Gelmini*](http://en.wikipedia.org/wiki/Mariastella_Gelmini) * *Education Act, Italian Constitution, Art. 33-34:* [*http://education.stateuniversity.com/pages/715/Italy-CONSTITUTIONAL-LEGAL-FOUNDATIONS.html*](http://education.stateuniversity.com/pages/715/Italy-CONSTITUTIONAL-LEGAL-FOUNDATIONS.html) * *Approaches to teaching and teaching methodology: Montessori, Emilia Romagna project.* * *The senses: The stories of Anne Sullivan and Helen Keller and the role of the teacher in assisting the blind (*[*http://en.wikipedia.org/wiki/Anne\_Sullivan*](http://en.wikipedia.org/wiki/Anne_Sullivan) *) Scuola inclusive - La vita scolastica, Sesamo Magazine, no.7, 1 marzo 2013:* [*http://www.giuntiscuola.it/sesamo/magazine/articoli/intercultura/la-mia-scuola-e-inclusiva/*](http://www.giuntiscuola.it/sesamo/magazine/articoli/intercultura/la-mia-scuola-e-inclusiva/) * *Traumi precoci – La vita scolastica, no.6, 1 febbraio 2013:* [*http://www.giuntiscuola.it/lavitascolastica/la-rivista-di-carta/archivio/febbraio-2013-n-6/*](http://www.giuntiscuola.it/lavitascolastica/la-rivista-di-carta/archivio/febbraio-2013-n-6/) * *Universal Declaration on human rights:* [*http://www.un.org/en/documents/udhr/*](http://www.un.org/en/documents/udhr/) * *Louis Braille and the Braille alphabet:* [*http://tinyurl.com/lhbre6g*](http://tinyurl.com/lhbre6g) * *L’alfabeto Braille:* [*http://tinyurl.com/m4fojgc*](http://tinyurl.com/m4fojgc)*;* [*http://www.superando.it/2013/02/19/braille-alfabeto-delluguaglianza-e-della-liberta/*](http://www.superando.it/2013/02/19/braille-alfabeto-delluguaglianza-e-della-liberta/) | | | |  | | |